



REPETITION POLICY

RATIONALE

Throughout the school year, it is our duty as teachers to closely monitor our students' progress in order to provide them with the best possible available resources and programs of work most suited to their needs. Consideration has to be given to the appropriateness of student grade placement.

If it is considered that a child may benefit from repetition the following criteria will be used:

- A child who's potential for academic achievement is not being used
- Late birthdate, with the child possibly being less capable verbally and less mature than other children
- Children who display emotional and/or social immaturity

It should be noted that:

- Repetition of students should occur in the earliest grade level possible, once the appropriate assessments have been made.
- Research literature shows that few children benefit from repetition, particularly when subjected to the same course of work.
- Assessment of students' maturity and academic achievement must be carefully made through the use of objective evaluation and appropriate personnel.
- No decisions concerning the repetition of students are to be made before the details are discussed with the child's former teachers, Supervisors, School Counsellor, Assistant Principal, Principal and Parents.
- The deciding factor must, as always, be whether such a step is going to benefit the child.
- All special programs the child has been offered should be noted in the Referral Form for discussion, e.g. Reading Rockets, Maths Intervention Group
- Referrals for placement in Special Education classes will follow normal procedures.
- NO child will be repeated without the full agreement of the parents and of the Principal.

REPETITION PROCEDURES

- Teacher discusses student with supervisor
- Teacher completes LST and Repetition form referral form and Light's Detention Scale
- Teacher submits to LST
- Counsellor: Appropriate testing conducted
- Repetition Committee Meeting: Teacher, Supervisor, Counsellor and Principal. Child's previous teachers to be asked for comments
- Meeting with parents in Semester 2 (if repetition is warranted). Class teacher to keep supervisor and Learning Support Coordinator informed
- Monitoring student's progress
- Final meeting with parents to discuss outcome
- Learning Support Coordinator plans appropriate placement for ensuing year

Please Note

If it is the opinion of the Repetition Committee (principal, class teacher, LST Coordinator, School Counsellor, Assistant Principal) that if repetition is warranted, then such a suggestion is to be made to parents during an interview during Semester 2.

Tact and diplomacy will be needed to ascertain the parents' reactions to such a proposition. We can never be certain that we have made the correct decision. Research articles are available from the School Counsellor.

N.B. Same procedure needs to be followed if repeat request originates from parent.

REPETITION REFERRAL FORM

Name of child _____ Class: _____ DOB: _____

Class Teacher's Reasons for Referral:

Specific comments on:

Reading/Language Development _____

Numeracy _____

Social/Emotional Adjustment _____

Intervention attempted to date _____

Discussion with Supervisor (Supervisor's comments):

School Counsellor's Report and Recommendation: (see attached documentation)

Meeting of Repetition Committee: Date: _____

Recommendation:

Meetings with Parents: Date: _____

Parent's decision, in writing (see attached Repetition Agreement)

REPETITION AGREEMENT

I agree that my child _____ who is in class
(childs name)

_____ in _____ will repeat.
(current child's class) (calendar year)

In _____ he/she will be in _____.
(next calendar year) (grade)

Parents name: _____ Parent Signature: _____

Date: _____

Principals's Name: _____ Principals's Signature: _____

Date: _____

As part of the school counselor assessment process, the Light's Retention Scale will be administered. A copy of this document can be found online or made available from the School Counsellor on request.